**Teaching Visual Vocabulary**

**Illustrated Vocabulary**

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| **Illustrated Vocabulary.gif** | The students do a "quickdraw" on a sheet of white paper. As with the vocabulary card, I ask them to draw concepts rather than illustrations.  (See figure 2 for an illustration of *geologist*. The object on the left next to the glasses is a magnifying glass intended to facilitate close study.) <http://www.nwp.org> |

**The Word Biography**

Students are asked to research the person and then, adopting the persona of their character, create five artifacts that illustrate both the person's life and the word his or her name became. They can create business cards, advertisements, or catalogs—their imagination is the limit. Keeping in character, they can write letters to each other. <http://www.nwp.org>

**Biopoem**

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| **First name:** Eleck  **4 traits that describe:** Shock, current, vital, magnetic  **Relative of:** anatomy, atom, contemplate, epitome  **Lover of:** friction, lightning, heat  **Who feels:** hot, shocking, active  **Who needs:** chemical action, magnetism, energy  **Who fears:** water, rain, diffusion  **Who would like to see:** stimulation, technology, mechanics  **Resident of:** cities  **Last name:** Tron |

The student who researched the word electricity traced the word back to its 1646 meaning, "attract by friction." She learned that the term's "family tree" has two major branches; elek, meaning "friction, heat" and tron, meaning "water" and "diffusion." The biopoem used these two parts for the first name and last name. <http://www.nwp.org>

**Reference:**

Eileen Simmons. (2002). Visualizing Vocabulary - National Writing Project. Retrieved from <http://www.nwp.org/cs/public/print/resource/403> The Quarterly, Vol. 24, No. 3